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## Original Article

## Patterns and Prevention of Violence among Female Secondary School Students in Thailand

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### Abstract

This qualitative research studied the patterns, causes, and conditions of the violence witnessed among female secondary school students in Bangkok, Thailand. Further to this, guidelines have been produced to prevent/solve violence among this demographic. Data was collected through in-depth interviews conducted with: (1) 21 female secondary school students, 1-3 of whom had been involved in violence; (2) 10 teachers with at least 5 years of experience in teaching and solving violence in the female secondary school context; and (3) 8 policymaking experts involved in preventing violence among female secondary school students. The results of the study illustrate that violence among female secondary school students in Bangkok manifests in patterns wherein: 1) the consequences result in physical damage, injury, and mental pain and negative feelings; and 2) victims experience violence directly through social media and the destruction of their personal belongings. In response to such occurrences of violence, policymaking institutions, schools, and teachers must give efforts towards implementing operations designed to reduce and eliminate violent incidences by emphasizing: (1) the development of thinking processes, behavioral control, and emotional regulation among children and young people; (2) the reinforcement of appropriate bystander behavior and environmental contexts which encourage children and young people to physically and mentally grow and thereby assume resilience; and (3) the creation of a non-violent community while monitoring and helping children and young people to have a safe and happy family life as well as the ability to suitably adapt in social context and environment.

Violence among children and young people is one of the most common patterns of violence witnessed. Such violent incidences can cause significant damage – including premature death, injury, and disability. Besides causing pain for victims, violence committed by and upon children and young people is also liable to affect the families, friends, and communities of those involved (Han et al., 2019; World Health Organization (WHO); 2002). Nonetheless, data about the prevalence and patterns of this violence is difficult to collate objectively, resulting from violent behavior and experiences frequently being concealed. Besides, the data collected by government institutions

usually relates to limited patterns of violence and is inconsistent, thus resulting in inadequate understandings being held towards this area. Know Violence in Childhood Organization report detailed how at least three-fourths of all children in the world (approximately 1.7 billion children), in both wealthy and developing countries, experienced some form of violence in the preceding year. This figure was further delineated in terms of 1.3 billion children who had been physically punished at home, 261 million children who had experienced violence from peers (i.e., via bullying and physical fights), and 100,000 children

who had been murdered (Know Violence in Childhood, n.d.).

Furthermore, the report noted a high percentage of female adolescents aged 15-19 years old who had been sexually abused and 55 million female adolescents who had experienced physical violence following 15. Similar figures have been found in other studies (Hillis et al., 2016; Han et al., 2019). Violence has become common in the daily lives of children and young people throughout the world. Perhaps most concerning is that violence also arises within educational institutions (such as in schools), which consider representing safe spaces in which children spend a significant amount of their time. Concerning inter-personal violence in Thailand, one study has estimated that of those aged 13-15 years old, 681,588 students had been bullied while 296 students had been involved in physical fights (Subrahmanian, 2017).

While violence among children and young people more often appears to arise with male students than female students, this appears to be a specific pattern of violence (Basile et al., 2020; WHO, 2002). The occurrences of violence in school environments are not restricted to male students fighting, with female students having also been witnessed to be involved in this behavior – even in prestigious or well-known educational institutions (Thai Health Report, 2014).

In Thai society, there are significantly different towards expectations on education for man and woman. Not only the quality education and the notion of “the ladylike” figure are emphasized as identifying code of social status, woman is also expected to adhere to etiquette rules and become both ideal housewife and mother (Jirasatitporn, 2017). As a result, female secondary schools are the important place for cultivating the lady attitude and shaping characteristics as well particularly the decent behavior and code of conduct (Jirasatitporn, 2017; Fakthongphan, 2010). The Thai woman, are expected to be gentle, feminine, polite with proper manners through virginity as well as having high academic achievement (Fakthongphan, 2010). Nonetheless, in-school violence surprisingly occurred in which encouraging the researcher to study more towards pattern on the seemingly contradictory outcome; violence occurrence in high-quality educational institutions where are more likely to produce “lady-like” and “gentle” young females. If the mentioned problem is not disappeared by an appropriate solution, the violence hence inevitably

become part of daily lives of young generation. Furthermore, the lack of mitigation regarding to school violence tend to cause various negative effects in which creating the endless cycle of violence (Thai Health Report, 2014). The research toward the relationship between violence in childhood and violent subsequence violent demonstrations experienced among European women, it has been shown that sexual abuse and mental abuse in childhood significantly affects the violence experienced throughout the remainder of a woman's life – especially concerning spousal violence and violence against others who are not a spouse (Tentschert, 2017).

The causes and risk factors of violence among children and young people primarily pertain to the interactions of children and young people themselves, the consequences of the relationships held with those close to children and young people, and the environment surrounding children and young people (Sianglaem et al., 2011). These factors are essential in providing learning and building experiences and can directly affect the likelihood of violence being expressed (Sianglaem et al., 2011). Then, when growing up, they imitate such violence that is the factor leading to violence (Sianglaem et al., 2011). Therefore, it is necessary to seek guidelines to prevent female secondary school students' violence. The study of behavior patterns and processes of mental and physical violence among female secondary school students in Bangkok leads to guidelines to prevent violence and guidelines to solve problems and reduce possibilities of violence. Consider the accordance with ongoing social changes, which is another factor affecting children and youth behaviors who are growing up every day. Therefore, it always requires up-to-date research regarding violence prevention. Female secondary school students have appropriate behaviors and grow into potential adults and extend the knowledge for relevant agencies or institutions to prevent violence and stop violence cycles.

## Literature Review

Definitions, types, and theories relating to violent behavior are explained in this part.

## Causes and Type of Violence

Violence is when a person uses force or power to threaten, destroy, and harm another person physically and mentally. Violence results in suffering and damage to mental, property, and

individual rights. Violence can be classified into physical violence and mental violence (Sianglaem et al., 2011). Physical violence and mental violence can be bullying, child maltreatment, community violence, domestic and intimate partner violence, school violence, sexual abuse and sexual violence, sex trafficking, and teen dating violence (American Academy of Pediatrics, n.d.). Causes and factors of violence are related to interaction, peers, and environment, which results in the learning process of violence by youth and adolescence (Sianglaem et al., 2011).

### **Theory toward Learning Process of Violent Behavior**

Mead (1934) has argued that one's mind and ego are produced by society in detailing symbolic interaction theory. This theory asserts that reality emerges from symbols based on definition, whereby the symbolic interaction is analyzed by definitions derived from the interactions held between individuals in that social environment. This is also a behavioral interpretation process since symbolic meaning patterns can differ for individuals (Aksan et al., 2009; Fink, 2015). Thus, those violent occurrences are influenced by the social interactions and social structures witnessed in society, all of which may impact upon the behavioral learning of children and young people and therefore influence their perceptions of violent behavior, their cognitive processing about certain situations, and how they behaviorally react in response to particular contexts. There are various reasons why widespread violence and group violence may decrease, including emphasizing and strengthening a community, the effective enforcement of the law, the school's concrete operations, and community-based violence prevention schemes (Seifert, 2014).

Moreover, learning of violent behavior is a social process that develops human behavior in accordance with the ways of life of each society. Indeed, deviant, and criminal behavior can be observed, learned, and re-enacted via this learning process. In this regard, it has been argued that "criminal behavior is learned" (Khantee, 2010; Sutherland, 1947). Consequently, children and young people are positioned as needing to learn from teachers and parents via non-violent learning processes and environments – namely, as this will allow them to develop and normalize appropriate behavior. In outlining social learning theory, Bandura (1986) has argued that people are not born

to act violently but rather learn to be aggressive from life experiences and observe those who exhibit aggression and the results of angry interactions. These behavioral patterns can be perceived from movies or television. When children perceive the aggressive behavior of others, they learn from and imitate such violence. Thus, if patterns of violence that are sequentially practiced in social interactions are seen when growing up (for example, if a child sees his father hit his mother, yet the mother is unable to stop this), then the young person will likely reiterate and repeat those abusive patterns of behavior when older. This is termed behavior modeling (Suthisorn, 2004). Furthermore, most young people give importance to their peer group, with appropriate and inappropriate behaviors further being learned through one's associations with others (Esiri, 2016; Tarde, 1903) and via experience or natural phenomenon (Khantee, 2010).

In addition, the theory of personality proposed by Skinner (1948) explores how creatures learn how to control behavior by emphasizing responses to certain stimuli. This constitutes operant conditioning. Generally, prior experiences will indicate what an individual must do in a given context, whereby the consequences of specific actions will either reinforce a behavior pattern or reduce a behavior pattern (Johnson, 2014). Thus, multiple parties can contribute to preventing and solving violent behavior among female secondary school students. In this sense, to resolve the cultivation of violent behavior, learning should be undertaken that leads to thought processes and behavioral forms that avoid the invocation of violence towards others, familial and societal contexts should be experienced that discourage violence and denote this being unacceptable. School environments should be constructed to prevent the occurrence of violent episodes (as can include the adjusting of the building environment, the instituting of thorough monitoring, and the enacting of suitable systems that discourage violence).

### **Methodology**

#### **Research Design and Participants**

This study comprises a qualitative approach. Data was collected from public female schools in Bangkok via structured interviews which utilized open-ended questions. Structured interviews were chosen for this study as they can provide appropriate instrument validation and allow for a nuanced construction of the data collection tools. This

methodology further ensured the gaining of various perspectives from students who have experienced violence, teachers who work in schools, implement operations designed to address real-life situations, and policymaking experts who produce research and holistic guidelines to prevent such violence.

Purposive sampling was utilized to ensure a determination of the significant features of the study's participants. This allowed the conducting of in-depth interviews with key informants spanning 3 groups: 1) female secondary school students, 1-3 of whom had been involved in violence; 2) 10 teachers with at least 5 years of experience in teaching and solving violence in the female secondary school context; and 3) 8 policymaking experts involved in preventing violence among female secondary school students, including executives in the Office of the Basic Education Commission in Thailand, children and young people experts, social workers, and police officers. Privacy has also been given significant concern to ensure no risk of the research participants being identified or the authoritative relationship between the teacher and student interlocutors being damaged. This was achieved by ensuring the pseudonymization, encryption, and destruction of relevant data at appropriate research points. The respondents were also fully briefed about the purpose of the research and provided informed consent for their participation. It should also be noted that this research has only sought opinions based on past experiences. The individual respondents' contributions are not given in full, and extracts have instead been synthesized to contribute to the research's overall outcomes. The research has also followed human research ethics guidelines to remain following international research and data collection standards.

### **Data Collection**

The in-depth interviews were designed to ask open-ended questions that sought to elicit different perspectives on the topic under consideration. While each interviewee was asked the same questions, the open-ended nature of the questions allowed the answers given to pertain to areas most concerned or interested. It also allowed the researcher to ask follow-up questions on the points raised, thereby providing greater flexibility in the interview process. The researcher set an appointment date, time, and location for the conducting of these interviews. The interviews with each informant group were

conducted separately. The interviews conducted with all 3 key informant groups were then synthesized.

### **Data Analysis**

To gain useful data about the violence patterns and violence prevention/solution guidelines pertinent to female secondary school students in Bangkok, an epistemological methodology (Cohen & Wartofsky, 2013) was employed using the in-depth knowledge interviews. These data and findings have been classified into groupings that respond to the primary research objectives. In addition, the result from these analyses appears to be in congruence with prior published principles, concepts, theories, and research (both domestic and foreign to the Thai context).

### **Results**

The result will explain the pattern, process, causes, condition, and guideline for preventing violence in female secondary school.

### **Patterns and Processes of Violence among Female Secondary School Students in Bangkok**

#### ***Patterns of Violence***

This study focuses on the patterns of violence enacted among female secondary school students in Bangkok, the consequences of such violent behavior, and what guidelines can be presented to prevent violence among this demographic. Here, violence classifies between two main patterns: where physical violence is employed by using body parts/objects to abuse others directly and to cause damage or physical injury; and where mental violence is invoked through the use of words, actions, gestures, and symbols directed towards or against the victim, via the use of online media or in the act of destroying another person's personal belongings to cause mental pain and negative feelings for the victim. It should be mentioned that both female and male secondary school students encounter physical and emotional changes that relate to their adolescence. Females enter adolescence approximately two years before males. Females appear to show greater sensitivity during this period, therein being likely to give more emotional responses to certain situations. Alongside this, females are witnessed to more frequently employ mental violence over physical violence – thereby using aggressive verbal expressions, gestures, and looks towards



others. Provocative discourses may also be instituted via online platforms with the aim of the victim seeing this or knowing about it.

Notably, some offenders are unaware or unsure of how their actions impact the victim. This is a significant result that leads to discussions and guidelines designed to ensure appropriate violence prevention is enacted. Indeed, various factors affect the mental perception given towards violence – including the use of vulgar or harsh words until they have become normalized; the indistinguishable nature between some normal and vulgar/harsh words, and the intimacy or fellowship related to the perception of the harsh words being used by the offender, even if that is not violent. However, the nature of females' emotional sensitivity can cause female secondary students to more frequently use mental violence than physical violence. Moreover, some consider that mental violence is a significant cause of physical violence, commonly deployed outside of the school environment. In addition, other parties may be involved in the violence experienced by female secondary school students, yet those figures may not be known or recognized by teachers. “As I can see, students will post bad messages, such as insults, on social media. When students are in school, they will revile each other” (Teacher 1). “After fighting, one party came to tell a teacher with an injured body” (Teacher 2).

They were looking at me contemptuously and were speaking to me in a sarcastic and joking manner. However, I knew they were insulting me – as if they were saying, “such a pretentious girl, the skirt is so short.” Although they were speaking with their friends, their eyes looked at me. Their friends also caught such words. (Student 1)

### ***Processes of Violence***

The school environment's spatial context means that students are often near each other, with this increasing the risk of violent experiences arising. Due to this restricted space, the enactor and the receiver of the violence will likely have to share the same space, which heightens the potential for further confrontation. In a school, students may operate or move around: 1) an area which is spacious enough to move freely – such as in a classroom or a large cafeteria - where mental violence which employs insults is commonly found; and 2) a constricted, crowded and hidden area – such as a cafeteria with limited space, a corner of stairs between floors, a

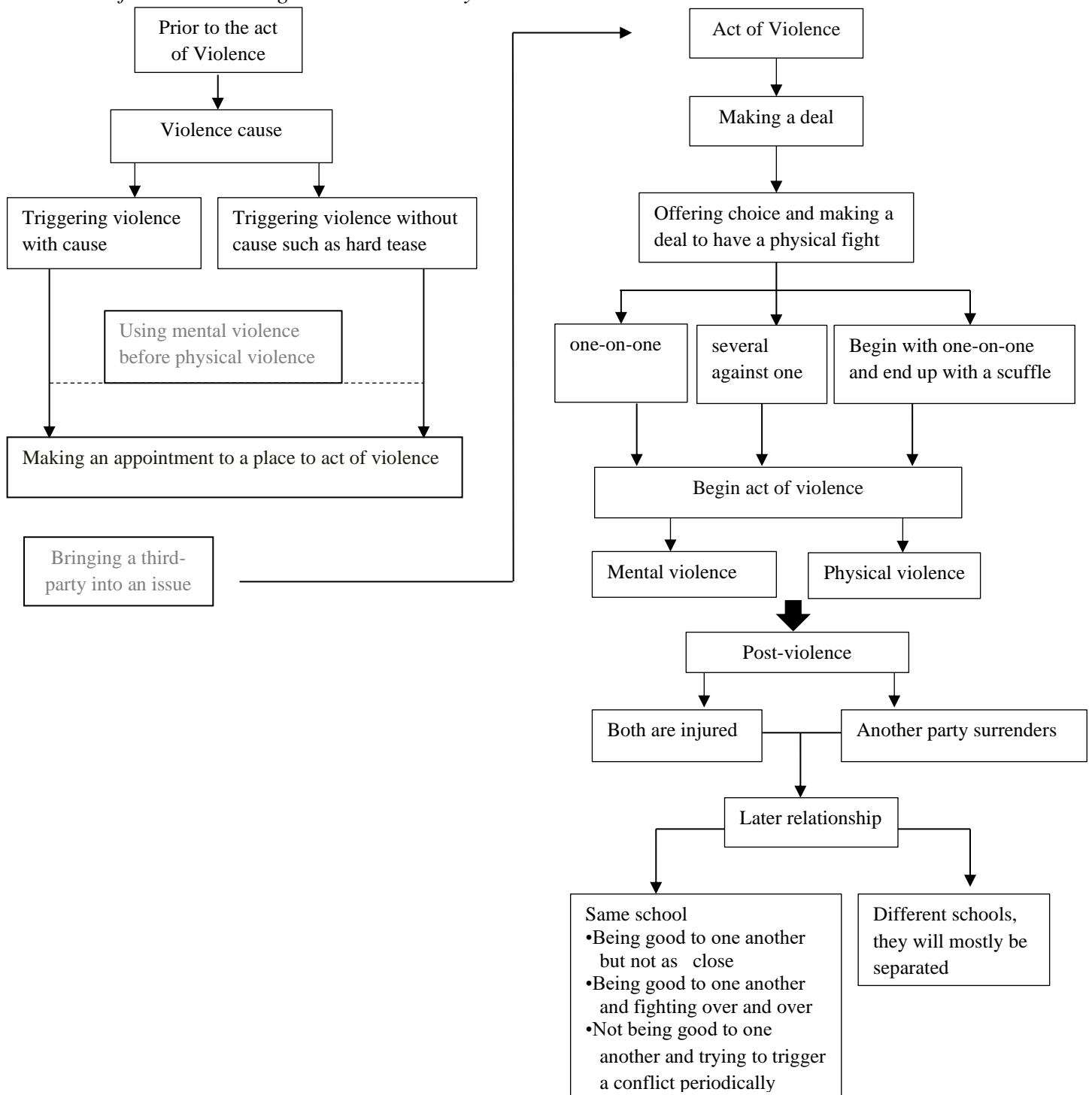
hallway in front of classrooms, a corridor or a toilet away from teacher supervision – where physical violence and mental violence often occur. Notably, female students may move as a group and consider how they encounter another party with whom they wish to provoke. Once this is planned and those involved do meet, they may bump into each other on purpose or otherwise instigate heightened tension without undertaking physical violence at this stage. The time at which violence occurs is usually not restricted but is related to when teacher supervision is absent – for example, prior to a class starting and the teacher's arrival, in a corridor/toilet where no teacher is present or after-school hours. However, it should be noted that the patterns of violence seen do not extend to that which causes injury, namely as mental violence is used more than physical violence. Indeed, physical violence is more often committed outside of the school environment, where other parties may be involved. Occasionally, conflict may arise in a school setting without resolution, and the parties' antagonism extends to outside of the school.

Consequently, violence may be enacted externally in the school setting. Indeed, this relocation of conflict may be deliberate, thereby seeking to avoid the strictness of the school's rules, the potential for punishment, and liable intervention of teachers. The processes of this violence are illustrated in figure 1.

Figure 1 illustrates the three-steps of violence. The first step is prior to the act of violence occurring, where violence will be triggered either with or without a cause. Triggers of violence here include the parties glaring or looking contemptuously at each other, moving as a group with the deliberate aim of passing those with whom conflict is held, undertaking to bump into each other, using sarcasm to others, and daring each other to fight yet continuing the conflict through online social media. However, there may be no reason for the occurrence of a violent act, and so, if the offender wants to enact such behavior, they shall do so. The deployment of mental violence usually leads to an appointment to commit physical violence, and the involvement of a third-party, examples of this are given. At this point, alongside the insulting, daring, and provoking of another party, a deal may be offered prior to the onset of physical violence. “It did not have any cause. I did not think of anything. I just wanted to do it. So, I walked up to a classmate and punched them. She then kicked me back” (Student 1).

**Figure 1**

*Processes of Violence among Female Secondary School Students*



Sometimes, there are fights in school, and then those who are involved are separated. If they remain angry, they will post provocative things on Facebook. Also, sometimes, after school, they will continue to insult each other on Facebook. They will do so without naming their target, but that person will know that those posts are about them anyway. (Student 2)

The second step is the act of violence when both parties face each other, give discussion as to how the problem can be dealt with, incite another party, offer a choice, and make a decision to have a physical fight either (a) one-on-one, (b) several against one or (c) beginning one-on-one and ending up with a scuffle. Here, it is often seen that a third-party is brought into the dispute by either or all the

parties, undertaken to shore up the support available or to invoke intimidation. This third party may comprise the boyfriend, girlfriend, lover, or friend of a party— as they may attend the same school or a different school and may have their interrelated conflict with the parties involved. Again, examples of this are given below. “I challenged my classmate to a fight, and my friend stood next to me. The fighting was both one-on-one and several against one” (Student 1). “A student begins a quarrel, which leads to the beating, kicking, and punching of another student. After that, both parties fight” (Teacher 1).

Mental violence combined with physical violence is frequently used during such fights. The third step is post-violence, where both parties will end the violence after which the victim has surrendered, or both parties are injured and then separate. Post-violence, the relationship between the parties will have changed. If the parties belong to the same school, one of three new relationship forms shall emerge. They shall: (a) return to having a good relationship with each other but with a changed peer group and will not be as close as they used to be; (2) return to having a good relationship with each other yet will fight with each other over and over again; or (3) not have a good relationship with each other and shall try to trigger conflict periodically. If the parties belong to different schools, they will mostly be separated and stay away. If their respective schools are far apart, there is merely a small chance that they shall meet each other again. Post-violence, if teachers or parents come to know that an issue has arisen, they will take action – for example, via school measures or legal measures, respectively. “At first, having argued with her on the phone, she said, “let us meet in the evening” and told me that she would not do anything. When I arrived, I saw 2 seniors from other schools” (Student 3).

Verbal insults are frequently used. However, when their fight ends, they come back together. This happens in a loop. In other words, they fight as separate groups but re-combine this friendship grouping subsequently. It happens like this every time. When they move between friendship groups, after a while, they forgot about any rifts and returned to talking with each other. No weapons are used, only verbal sarcasm. (Teacher 2)

## **Causes and Conditions of Violence Among Female Secondary School Students**

The causes or motives of violence among female secondary school students can be divided between where the offender has a motive to engage in violence (usually if there is an existing conflict between the parties or involving a third-party) and where the offender does not have a motive. Thus, they enact violent behavior solely concerning their feelings or desires (i.e., for fun or to release certain feelings). “Mostly, the causes were hate and dislike. Then, the students started to berate each other, and this ended with a fight” (Teacher 1).

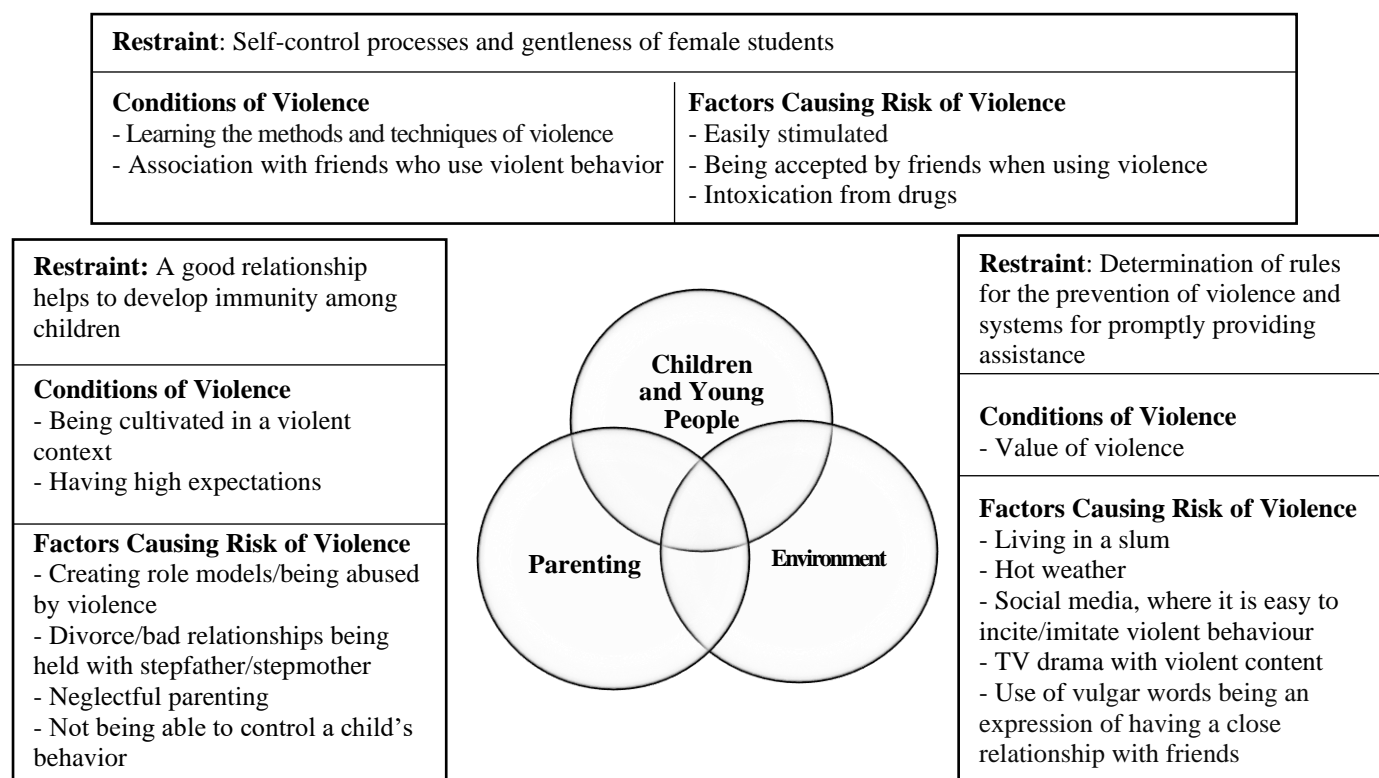
The conditions which invoke and restrain violence among female secondary school are illustrated in Figure 2.

According to figure 2, the crucial conditions of violence are constituted by: (1) the children and young people themselves; (2) the parenting experienced; and (3) the environment faced. The risk factors of violent behavior among female secondary school students, including adolescents being easily stimulated to behave violently, the encountering of domestic violence, the experience of divorce, the relationship arisen between a child and their stepfather/stepmother, the facing of neglectful parenting, the family environment in which a child's behavior cannot be controlled and a negative context that influences the learning and expression of violent behavior. “Before my parents divorced, I experienced domestic violence and fighting between my father and my mother. They beat and kicked each other for a month. I tried to stop them, but I was unsuccessful” (Student 1).

Other aspects include a young person living in a slum, hot weather, accessing/using social media, which easily incites violent behavior, and consuming violence via T.V. drama. The factors that restrain a young person from using violence are self-control and gentleness being instilled among female secondary school students. Intimacy within the family will further motivate self-control and can develop social immunity. The determination of school rules for better social interactions will also maintain discipline for female secondary school students. Simultaneously, there must be a connection between teachers and students for prompt assistance to be given. “Social media can provide opportunities to quarrel and to imitate such behavior” (Teacher 1).

**Figure 2**

*Conditions of Violence among Female Secondary School Students*



**Guidelines for the Prevention of Violence among Female Secondary School Students**

A suitable approach for preventing violence should comprise of stakeholders at policymakers and operational levels.

**Operational Level**

Female secondary schools have guidelines designed to prevent in-school violence, addressing violence both before and after it arises. These are enacted on the operational level, as they respond practically to the context of the school. The results of this research should be used to enact provisions through which secondary school students gain greater self-control, stronger social skills training, enhanced adjustment abilities, and conflict coping strategies that allow the avoidance of violent situations. The familial context is also a significant mechanism in cultivating female secondary school students to demonstrate appropriate behaviors (as is not limited to the benefit of preventing violent behavior).

Teachers should provide compulsory and voluntary activities for female students through which good student-teacher relationships can be

built, the notion of belonging to the school community can be enhanced, and good role models can be provided for students. In other words, there should be sacred and untouchable rules of living together. Furthermore, there should be a mechanism that allows teachers to assist students during school hours.

The school must build up the involvement of parents in cultivating and monitoring the appropriate behavior of students. Teachers should also conduct home visits to students to bond the home-school relationship. Furthermore, this will allow the teacher to better understand their students' lives and the causes of a certain behavior, which can then be adjusted.

Local police should support schools by creating an appropriate environment to prevent violence and monitor the behavior of female secondary school students – doing so through proactive and passive measures to address general crime problems in that area.

**Policy Level**

To ensure the practical prevention of violence, government institutions responsible for determining



related policy must address this school-based problem. At the same time, people in the community must raise societal awareness towards the need to create a non-violent environment suitable for the learning and growth of children and young children. Social structure mechanisms should be strengthened to support the functions of the family and schools, as primary institutions in which female secondary school students are required to socialize appropriately.

### Discussion

In this study, it was found that violence against peers and others by female secondary school students in Bangkok comprises three elements: A violent person, damage from a violent action, and the act. These patterns and processes of violent action are discussed.

#### Patterns and Processes of Violence among Female Secondary School Students in Bangkok

Patterns of violent behavior are classified in consideration of post-violence damage, delineated between (1) physical violence, which results in physical damage or injury; and (2) mental violence that is directly exercised over the victim through online media and where the destruction of another person's personal belongings causes mental pain and negative feelings (such as being hurt, embarrassed or angry). Females' emotional sensitivity causes female secondary school students to more frequently use mental violence than physical violence. This is consistent with the patterns of violence whereby girls are abused with violence. According to a report by Office of the United Nations Special Representative of the Secretary-General on Violence against Children (2012), gendered violence among children derives from gender inequality – such as the stereotypes or social roles/requirements assigned to each sex. Males and females enact and experience different patterns of violence alongside diverging methods through which to fight against violence. Generally, males are physically punished more than females, while females may be embarrassed, ridiculed, or punished because they have behaviors deemed inappropriate.

Furthermore, some female secondary school students still consider mental violence a major cause of physical violence. This is consistent with research that has found violence among female students often manifests in a physical fight and is verbally expressed against others (Letendre & Smith, 2011).

An in-depth study of the effects of the fights among female secondary school students upon their emotional wellness has identified that continuously changing relationships lead to physical fights. Female students often demonstrate significant sensitivity towards expressions of disrespect or mockery among their peers. Notably, the effects of perceived teasing or bullying invoke highly emotional reactions and responses that are shaped by their environment (i.e., the school location). Environmental factors also contribute to the support and intervention available (Letendre & Smith, 2011). This links to "the process of violence" and its associated causes and conditions in each respective context. Usually, prior to an act of violence arising, mental violence is often perpetrated. This can include disrespectful looks, verbal sparring, or other forms of non-violent provocation. The occurrence of these aspects is seen to lead to a commitment to enact violence. Thus, in this situation, violence manifests a sequence spanning a triggering, appointment phase, and result of the violence.

#### Causes and Conditions of Violence Among Female Secondary School Students in Bangkok

The causes and conditions of violence among female secondary school students pertain primarily to a pre-existing conflict being held between the involved parties. This may include, for instance, the aforementioned examples in which addressing the interindividual differences in underlying perception. Occasionally, violence occurred without motive nor reasonable cause but merely the urge to be violent. The explanation for the stated situation could be subject to symbolic interaction theory in which suggested that one's mind and ego reflect society whereupon analysis is given to the definition which emerges from the interindividual interactions in a social context (Mead, 1934). The causes or reasons of violence of female secondary school students partly derived from the process gained by the definition and interpretation given to the behavior/verbalization/language usage of others and this resulting in dissatisfaction.

The conditions on violence occurrence could fall into individual attitudes, parenting style and environments which directly affect aggressive behavior (Sianglaem et al., 2011). The explanation for the issue as aforesaid is learning theory in which indicates that the learning process is through a mixture of cognition, emotion, and surrounding contexts of an individual (Khantee, 2010). With

learning development, one could gradually have competency, viewpoint, and ability as well. Under this rubric, it is stated that “criminal behavior is learned”. Consequently, violent behavior patterns among female secondary school students can be formed or developed by related learning processes and techniques of violence by directly perceiving and being exposed to violence through various media; and the influence of associating with friends who use violence – especially among female secondary school students with low levels of social immunity. This is consistent with differential association theory, an approach developed by Sutherland (1947) that views criminal behaviors as learned, with this being akin to legal behaviors or the learning of skills through which to interact/communicate with others and intimate groups. Thus, appropriate behavior/misbehavior is learned through socialization (Bosiakoh et al., 2010). The parenting has given and the experience of perceiving violence among family members can affect the development of social immunity, while appropriate learning can affect the decision to use (or not use) violence. In expounding social learning theory, as denotes that new forms of behavior can be learned and re-enacted by individuals whereupon they view others acting in the same way, Bandura (1986) argued that people are not born to act violently but learn to be aggressive from life experiences and the observation of those who exhibit aggression and expect inevitable consequences from this aggression.

## **Guidelines as to the Prevention of Violence Among Female Secondary School Students in Bangkok**

### ***Family and School***

The family and school are social institutions that are most connected to female secondary school students. Consequently, the essential success factors here relate to a warm family creating immunity for a child to be discreet and not take an inappropriate path. The family should also cooperate with the school, while the community should take care of children outside of school hours alongside supporting the school to prevent and solve problematic student behavior. Female secondary school students themselves and their peers can monitor, advise, and guide appropriate behavior and creative media use. Teachers can take care of students during school hours (i.e., by teaching/promptly communicating with parents/being delicate/promptly deterring misbehavior/

ensuring all parties are cooperative) and enact a system for counseling (i.e., enhancing the capacity of teacher-counsellors/individual counselling/-year consecutive systems). Policies/courses/rules/activities that result from management capacity can produce precise and concrete projects that ensure the all-round development of learners, promotion of appropriate behaviors/determining, and extensive enforcement of positive communal interactions. Relevant institutions should only provide external support. Institutions located around the school should cooperate with the community to monitor students who demonstrate inappropriate behavior and inform the school of this to produce solutions.

### ***Community, Family, Social Trends and School***

Those sectors that contribute to the overall aim of preventing violence here must emphasize forming a safe community and environment suitable for cultivating the appropriate development of children and young people. The community must also participate in the monitoring of students and be ready to inform the school of any transgressions to invoke different solutions. Social trends should raise awareness among parents about the importance of monitoring behavior that increases their children's risk of using/experiencing violence. Besides, all sectors must realize their role in actively solving the problems of violence arising among children and young people.

To prevent and solve violence among female secondary school students and remain consistent with social change, it is not only schools that must act. Instead, attention must also be given to the relationships held between children/young people and their family and community, as well as the wider environment surrounding that demographic. According to Mehdinezhad (2018), external factors such as a young person's family, mass communication, personal characteristics, society, and victimization strongly influence the likelihood of violent involvement. Here, the role of the family and experiences of being victimized can have an intense effect on violent incidences, with this arising alongside internal factors – such as the characteristics of a young person's teachers, school, and school management structure (Mehdinezhad, 2018). In addition, studies across various countries in the past 20 years have stated that European, Australasian, and North American countries have extensively increased the security measures given towards addressing in-school bullying and have

frequently reviewed the relevance of these measures. Additionally, since various factors are seen to be able to increase the knowledge base of this area, and as greater focus is now being given to the victims of in-school violence (i.e., by collating data as to the suicide rates witnessed among students victimized by bullying), some countries have begun to introduce legal requirements that seek to implement preventative provisions which focus beyond the scope of the school environment – such as in regards to parental training, stress management for parents, the management of community violence and media content screening (Smith, 2010).

### Recommendations

#### Recommendations for Applying the Research Results into Practice

All students should be aware of the need for self-control, to learn social skills, and to employ conflict management. This demographic must also acknowledge their responsibilities and need to respect the rights of others. In this regard, students should appropriately respond to problems, at which point they face pressure. Moreover, schools and teachers should work together to build a non-violent learning environment and create good relationships among students. This can be achieved by allowing students to participate in determining conduct guidelines designed to prevent in-school violence.

Furthermore, teachers should practice behavioral observation skills and establish trust so that students feel free to access assistance if needed. At the same time, policy-makers should produce alternatives to manage the problems faced by teachers when encountering student violence. In addition, institutions at the ministry-level should determine policies/measures to prevent and solve the occurrence of violence among children and young people, with these provisions needing to be responsive to changing social situations if they are to provide practical assistance to children and young people with mental, emotional, and social problems. This approach can also monitor overall behavioral problems – for example, the variety of family patterns among children and young people raised by guardians other than their genetic parents and those who are abused through parenting.

#### Recommendations for Further Research

The findings of this study reflect that various factors cause and motivate violence and cultivate violent behavior. To establish further measures and

guidelines to prevent and solve the actual violence faced, future research should produce mixed-methods studies that employ causal analysis and identify statistically proven relationships. Further to this, participatory action research can be utilized to ensure the involvement of all related sectors (including those within and external of the school environment) in responding to such problems and creating a process that effectively addresses the change needed in broader society. This will effectively generate tremendous benefits for society. Since this study has focused on female secondary schools in Bangkok, further research could explore female secondary schools in provincial areas to identify the differences in the school contexts witnessed and develop context-specific guidelines/measures to prevent and solve the problem of violence among female secondary school students.

### Conclusion

Various factors are successful and effective in preventing and solving violence among female secondary school students, including the involvement and intervention of families, schools, and other relevant sectors. The results presented here can also extend the knowledge available to relevant agencies or institutions in Thai context, such as the Royal Thai Police and Thai Department of Education, for use within their provisions to prevent violence in society and disrupt the patterns of violence being passed onto subsequent generations.

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